

MILITARY MAGNET ACADEMY

2950 Carner Avenue
Charleston, SC 29405

GRADES 6-9 Middle School

ENROLLMENT 426 Students

PRINCIPAL Anderson W. Townsend 843-745-7102

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	32	12

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	Yes

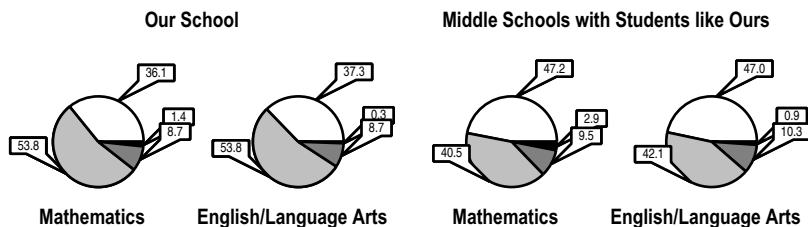
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	352	99.7	37.1	53.9	8.7	0.3	19.4	Yes	Yes
Gender									
Male	197	99.5	43.5	50.3	6.2	0.0	15.0		
Female	155	100.0	28.9	58.6	11.8	0.7	25.0		
Racial/Ethnic Group									
White	14	100.0	21.4	71.4	7.1	0.0	21.4	I/S	I/S
African-American	309	100.0	35.9	54.9	8.9	0.3	19.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	96.6	59.3	33.3	7.4	0.0	22.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	322	99.7	33.7	56.5	9.5	0.3	20.6		
Disabled	30	100.0	73.3	26.7	0.0	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	352	99.7	37.1	53.9	8.7	0.3	19.4		
English Proficiency									
Limited English Proficient	14	92.9	69.2	30.8	0.0	0.0	7.7	I/S	I/S
Non-Limited English Proficient	338	100.0	35.8	54.8	9.0	0.3	19.9		
Socio-Economic Status									
Subsidized meals	306	99.7	37.7	54.0	8.0	0.3	18.7	Yes	Yes
Full-pay meals	46	100.0	33.3	53.3	13.3	0.0	24.4		

Mathematics - State Performance Objective = 15.5%									
All Students	352	100.0	36.1	53.8	8.7	1.4	21.1	Yes	Yes
Gender									
Male	197	100.0	37.1	52.1	10.3	0.5	22.7		
Female	155	100.0	34.9	55.9	6.6	2.6	19.1		
Racial/Ethnic Group									
White	14	100.0	35.7	35.7	21.4	7.1	35.7	I/S	I/S
African American	309	100.0	38.2	52.6	7.9	1.3	19.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	100.0	14.3	75.0	10.7	0.0	28.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	322	100.0	33.2	55.7	9.5	1.6	22.8		
Disabled	30	100.0	66.7	33.3	0.0	0.0	3.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	352	100.0	36.1	53.8	8.7	1.4	21.1		
English Proficiency									
Limited English Proficient	14	100.0	21.4	71.4	7.1	0.0	14.3	I/S	I/S
Non-Limited English Proficient	338	100.0	36.7	53.0	8.7	1.5	21.4		
Socio-Economic Status									
Subsidized meals	306	100.0	37.5	52.8	8.6	1.0	20.3	Yes	Yes
Full-pay meals	46	100.0	26.7	60.0	8.9	4.4	26.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	116	100.0	46.4	47.3	6.4	N/A	6.4
	Grade 7	140	100.0	40.3	54.7	5.0	N/A	5.0
	Grade 8	122	100.0	53.7	43.0	2.5	0.8	3.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	83	100.0	53.7	43.9	2.4	N/A	2.4
	Grade 7	129	99.2	31.2	57.6	10.4	0.8	11.2
	Grade 8	141	100.0	32.9	56.4	10.7	N/A	10.7

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	116	100.0	30.0	49.1	17.3	3.6	20.9
	Grade 7	140	100.0	48.9	39.6	9.4	2.2	11.5
	Grade 8	122	100.0	49.6	47.9	2.5	N/A	2.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	83	100.0	26.8	63.4	9.8	N/A	9.8
	Grade 7	129	100.0	34.9	50.0	12.7	2.4	15.1
	Grade 8	141	100.0	42.1	52.1	4.3	1.4	5.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 426)				
Students enrolled in high school credit courses (grades 7 & 8)	23.7%	Up from 0.0%	9.3%	14.6%
Retention rate	1.4%	N/A	4.2%	3.0%
Attendance rate	96.2%	Up from 95.7%	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%		9.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%		8.9%	5.3%
Eligible for gifted and talented	6.3%	Up from 5.7%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 6.4%	14.8%	13.9%
Older than usual for grade	5.2%	Down from 24.2%	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	30.0%	Down from 40.0%	47.4%	48.7%
Continuing contract teachers	70.0%	Up from 64.0%	70.7%	81.7%
Highly qualified teachers**	100.0%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	4.2%		13.4%	5.3%
Teachers returning from previous year	64.4%	Down from 67.6%	76.5%	85.1%
Teacher attendance rate	94.9%	Down from 96.3%	94.4%	94.8%
Average teacher salary	\$39,062	Up 0.8%	\$38,739	\$40,566
Prof. development days/teacher	11.6 days	Up from 10.4 days	12.1 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	13.1 to 1	Down from 22.4 to 1	18.8 to 1	21.3 to 1
Prime instructional time	88.9%	Down from 90.6%	87.5%	89.3%
Dollars spent per pupil*	\$7,181	Up 18.1%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	58.3%	Up from 52.3%	60.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	33.8%	Down from 98.3%	87.5%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school-wide remediation program is implemented to target all students. Students with the highest needs also receive computer-assisted tutoring using Plato software. All teachers are required to tutor every cadet Monday, Wednesday, and Friday. An after-school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday, and four hours on Saturday mornings, and one hour before school daily.

A Super-Saturday program developed for all cadets and parents enhance parental involvement. A PACT night for parents is offered once quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the Accelerated Reader and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instructions is done by providing teachers with training on cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences.

Anderson W. Townsend, Principal

Sylvia White
School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	62	34
Percent satisfied with learning environment	75.9%	54.8%	84.8%
Percent satisfied with social and physical environment	77.4%	61.7%	72.7%
Percent satisfied with home-school relations	50.0%	78.3%	58.8%

*Only students at the highest middle school grade level at this school and their parents were included.